DOCUMENT RESUME

ED 407 480 UD 031 718

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TITLE "Pre-Resettlement Preparation: Needs and Issues of Refugees." Proceedings of the Conference of East African Refugee Service Providers (July 19, 1994, Arlington, Virginia).

INSTITUTION Ethiopian Community Development Council, Arlington, VA; Center for Applied Linguistics, Washington, DC. Refugee Service Center.

PUB DATE 19 Jul 94
NOTE 43p.
PUB TYPE Collected Works - Proceedings (021)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Acculturation; Cultural Awareness; *Delivery Systems; Foreign Countries; *Immigrants; Limited English Speaking; *Orientation; Policy Formation; Program Development; Public Policy; *Refugees; Relocation; Second Language Learning; Training
IDENTIFIERS Ethiopia; *Ethiopians; Kenya; *Somalia

ABSTRACT

The Ethiopian Community Development Center and the Center for Applied Linguistics hosted a conference to discuss the language and cultural orientation needs of Somali and Sudanese refugees. Somali and Sudanese refugees receive a 10-week language and cultural orientation course in Kenya (Africa) before coming to the United States. Representatives from the International Organization for Migration, the agency funded by the U.S. Department of State to provide this pre-entry training, attended the conference to hear what service providers in this country think the orientation should stress. The following presentations were made to provide conference attendees with information about refugee policy and preparation for resettlement: (1) "Admissions Policy for African Refugees" (Becky Thompson); (2) "Pre-Entry Training for African Refugees" (Ann Morgan); and (3) "Current Program for African Refugees in Kenya" (Timmit Embaye). These presentations were followed by discussion groups devoted to the cross cultural differences that present the greatest challenges to these refugees. Conference participants recommended that the training be started earlier and extended to bring language competence and cultural orientation to higher levels. They also recommended additional emphasis on importance of the "green card" and the "I-94" card for refugees and better education for employers. A list of participants is included. The agenda and sample certificates of orientation training are attached. (SLD)

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CONFERENCE OF EAST AFRICAN REFUGEE SERVICE PROVIDERS
"Pre-Resettlement Preparation: Needs and Issues of Refugees"

Hosted by: Ethiopian Community Development Council
and
Center for Applied Linguistics

Location: Ethiopian Community Development Council
1038 So. Highland St
Arlington, Virginia

19 July 1994

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CONTENTS

- Letter of Invitation to Conference.....page 1
- Conference Agenda..... 2
- Summary Page..... 3-4
- Presentation Summaries..... 6-15
  - **"Admissions Policy for African Refugees"**
    Becky Thompson, Office of Overseas Admissions - Dept. of State, Bureau of Population, Refugees, and Migration
  - **"Pre-entry Training for African Refugees"**
    Ann Morgan, Training Coordinator - Dept. of State, Bureau of Population, Refugees and Migration
  - **"Current Program for African Refugees in Kenya"**
    Timnit Embaye - International Organization for Migration
- Discussion Questions..... 16-22
  "What cross-cultural differences present the greatest challenge to resettlement for Somali and Sudanese refugees?"
  "What language and cultural orientation skills and knowledge do Somali and Sudanese refugees need for successful resettlement?"
- Recommendations..... 23
- Addendums..... 24-33
  A. Conference Attendee Address List
  B. Cultural Orientation Curriculum Outline
  C. Sample Form for Program Evaluation by Refugees
  D. Sample Form for Program Evaluation by Agencies
  E. Sample of Program Completion Certificate
- List of Charts, Grafts and Maps
  Map of Refugee Sites and Training Centers in Kenya..... 5
  Graft of Pre-test and Post-test Evaluation Results..... 11
  Chart of Pre-test and Post-test Evaluations by Refugee Group..... 12

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Purpose of Document

This document has be written and organized to serve as:
1) a summary report of the proceedings for the conference participants and
2) so that any other interested persons or parties, not in attendance, might have a clear picture of the proceedings and the information shared.

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Center for Applied Linguistics
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Ethiopian Community Development Council, Inc.

1038 South Highland Street Arlington, Virginia 22204

Tel: (703) 685-0510 Fax: (703) 685-0529

June 30, 1994

Dear

We are pleased to invite you to a meeting hosted by the Ethiopian Community Development Council (ECDC) and the Center for Applied Linguistics (CAL) on July 19 from 8:30 a.m. to 12:30 p.m.

The purpose of the meeting is to discuss the language and cultural orientation needs of Somali and Sudanese refugees. As you may know, Somali and Sudanese refugees now receive a 10-week language and cultural orientation course in Kenya before coming to the United States. Representatives from the International Organization for Migration (IOM), the agency funded by the Department of State to provide pre-entry training for U.S.-bound African refugees, will be at the meeting to hear views from service providers on what they believe the program should stress.

We would like to ask you to designate the person on your staff most knowledgeable about the resettlement challenges facing Somali and Sudanese refugees to attend the meeting.

Attached is a tentative agenda for the meeting and a list of invited agencies. Please RSVP to Marlana Goodson by July 8th, at (703) 685-0510.

Sincerely,

Tsehaye Teferra, Ph.D.
Executive Director

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A tax-exempt 501(c)(3) organization engaged in social service, humanitarian and educational programs.

Ethiopian Community Development Council
First Floor Conference Room
1038 South Highland Street
Arlington, Virginia

July 19, 1994

Agenda

8:30 - 8:45	Coffee and rolls
8:45 - 9:00	Introductions
9:00 - 9:45	Overview of Pre-entry Training for African Refugees Ann Morgan - Department of State
	Admissions Policy for African Refugees Becky Thompson - Department of State
	Current Program for African Refugees in Kenya Timnit Embaye- Inter. Organization for Migration
9:45 - 10:00	Break
10:00 - 11:00	Small Group Discussion #1
	What cross-cultural differences present the greatest challenge to resettlement for Somali and Sudanese refugees?
11:00 - 12:00	Small Group Discussion #2
	What language and cultural orientation skills and knowledge do Somali and Sudanese refugees need for successful resettlement?
12:00 - 12:30	Wrap up

Note: There is parking in the ECDC parking lot and on the street.

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CONFERENCE OF EAST AFRICAN REFUGEE SERVICE PROVIDERS
"The Pre-Resettlement Preparation: Needs and Issues of Refugees"
- Summary -

Purpose:
1) To provide information concerning African refugee policy and encourage dialogue among the service providers of the Washington, D.C. and Northern Virginia area, who are assisting with the resettlement of East African refugees and/or are involved with issues related to their resettlement.
2) To solicit recommendations and provide background information concerning the expansion of the pre-departure training in Nairobi, Kenya for the U.S. bound refugees.

Agencies Represented:
City of Alexandria - Office for Employment and Training
Arlington Div. of Health Service - Communicable Diseases Program
Arlington Employment Center
Center for Applied Linguistics (CAL)
Central Entry for Refugees (CER)
Church World Service/Christian Refugee Outreach
Department of State: Bureau of Population, Refugees and Migration
Division of Health Services of Arlington
Employment and Training Services
Ethiopian Community Development Council (ECDC)
Fairfax County Government Employment and Training
International Organization for Migration (IOM)
Lutheran Social Services - NCA
Office of Employment Training, Unit #7 DHS
Office of Newcomer Services - CER
Office of Refugee Resettlement (ORR)
Refugee Association for Southern Sudan (RAAS)
Refugee Employment Education Program (REEP
U.S. Catholic Conference
Virginia Cooperative Extension Services

Topics:
- Overview
    - Admissions Policy for African Refugees
    - Pre-entry Training for African Refugees
    - Current Program for African Refugees in Kenya

- Discussion Questions
    " What cross-cultural differences present the greatest challenge to resettlement for Somali and Sudanese refugees?"

    "What language and cultural orientation skills and knowledge do Somali and Sudanese refugees need for successful resettlement?"

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Recommendations:

• To Continue on a regular basis the meetings of the East African refugee voluntary organizations and service providers in the Washington, D.C. and northern Virginia area to discuss issues of common concern.

• Expand the pre-departure language and cultural orientation program in Nairobi, Kenya in order to allow development of a higher level of English language skills and USA cultural awareness, beginning the training well in advance of the refugees departure.

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Refugees in Kenya

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- Presentations -

The following presentations were made to provide the conference attendees with information concerning the U.S. Department of State East African refugee policy and background concerning pre-departure preparation of refugees to be resettled in the United States.

Presentation 1:
"Admissions Policy for African Refugees"
Becky Thompson, Dept. of State, Bureau of Population, Refugees, and Migration

• During the cold war era US policy emphasis was on "fleers of communism".
- Admission limits ranged between a low of 50,000 and a high of 120,000.
- During the 70's & 80's this include prime target groups such as:
  Southeast Asian (Cambodian, Laotian, Vietnamese)
  Soviets
  Ethiopians

• With the end of the cold war the US government has structured its policy on the guidelines of the United Nations High Commission for Refugees (UNHCR). This includes UNHCR's prioritization for refugee resettlement and its three durable solutions:

1st preferred option -	Repatriation
2nd preferred option -	Integration into country of first asylum
3rd preferred option -	Resettlement to another country, i.e.: USA

Because of the sheer numbers of refugees or displaced persons in Africa what is seen as needed is not resettlement, but greater attention to the issues causing population migration.

• With the reduction of the Soviet and Southeast Asian populations resettlement numbers have dropped; they are expected not to be as high as 120,000 again, nor are they expected to drop below 50,000.

• Africans have comprised approximately 3.4% of all admissions. However, if the political driven resettlement cases are not included, then Africans represent one-third of the program's resettlement population.

• As there are fewer and fewer political resettlement cases, Africans will become more proportionate in terms of resettlement.

• All Somalis currently being resettled in the US are family reunification cases (P3s), who have a family member in the U.S.

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• The ceiling for refugee admissions from Africa is 7,000. Refugee resettlement projections for Fiscal Year (FY) 1994 and 1995 are expected to by approximately 6,000 refugees per year.

Projected figures per group are:

Somalis	3600
Sudanese	1300
Liberians	600
Ethiopians	300
Zairians	100
Other (including Rwandans)	60

• Dept. of State and the Immigration and Naturalization Service (INS) works through the Joint Voluntary Agency (JVA) based Nairobi, Kenya for the interviewing of refugees.

- JVA serves all of Africa - interviewers conduct interviews when and where needed.
- Two additional INS officers have been assigned to specifically handle refugees coming through Nairobi; this includes the majority of East Africa refugees.

Presentation:
"Pre-entry Training for African Refugees"
Ann Morgan, Training Coordinator - Dept of State, Bureau of Population, Refugees and Migration

* The Dept. of State (DOS) continues to be committed to the pre-departure training of U.S. bound refugees. DOS has always used a set of criteria to determine if ESL/CO training can be provided:

- availability of a facility at which to conduct training,

- enough refugees in a central location to launch a cost effective program
("cost effective" means the ability to conduct the training at equal or less cost than it would be incured if training were conducted in the USA),

- approval of host country/government,

- circumstances permitting implementation of a program that will not significantly delay refugee departure from the country of first asylum or admission into the USA.

* It has been difficult to meet these criteria in Africa for various reasons:

- For long time there were not enough refugees in one place,

- Lack of a permanent site: there were a number of different sites identified as refugee camps; these kept changing, so it was hard to establish a program.

- Initial reluctance on the part of the Government of Kenya. Fear that a permanent site would act as a magnet, attracting more refugees.

* In the past there were 3 sites in Sudan and 1 in Botswana; all are now closed.

* In 1990 a training program was established in Kenya. Efforts are now being made for the expansion of the training program in Kenya, because of improved circumstances, e.g.;

- Government of Kenya is now more receptive;
- Nairobi has been identified as a processing post;
- Permanent training site in Nairobi has been secured;
- Permission from Government of Kenya to conduct training in Ruiri camp for Sudanese refugees has been obtained;
- More funding is now available.

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* Future program expansion ideas include:
  - Making training longer than it is now, as long as it doesn't significantly delay departure of the refugees to the USA.
  - Streamlining the current system of departure preparation,
  - Starting ESL/CO training as soon as INS approval or refugee resettlement admission status is received,
  - Mandating such training for all refugees once they can all be accommodated.

Presentation:
"Current Program for African Refugees in Kenya"
Timnit Embaye - International Organization for Migration (IOM), Nairobi, Kenya

BACKGROUND

- Purpose of the program is to assist refugees to cope with the diversity of American (USA) culture and to adjust to the American way of living.

- The program started in 1990 with a cultural orientation (CO) segment with one teacher and an interpreter for each of the Somali and Ethiopian populations. Currently, the program has as many as eight teachers, depending on the case load.

- The English as a Second Language (ESL) segment was initiated in Feb 1994 with a pilot program.

- Number of participants to date are CO: 5,000 and ESL: 734.
  Nationalities have included:
  - Sudanese
  - Somalis
  - Rwandan
  - Ethiopians
  - Zairians
  - Ugandans

- The current program offers:
  Cultural Orientation of 8 hours in length; the participants must be over 12 years old.

  English as a Second Language training, maximum of 60 hours in length; the participants must be over 16 years old.

  "This is not enough at all, it is very, very short"

TEACHING PLAN

- Program follows the IOM Europe curriculum, with a few changes.

- Currently program evaluation is conducted only for language; used to test cultural orientation learning, but was discontinued because " (we) don't have time".

- Evaluation is based on pre-program testing and post-program testing, using the "B.E.S.T. Tests".

- Evaluations conducted of the training are very encouraging as the following chart and graft demonstrate there is a dramatic rate of improvement between pre-test and post-test scores because of the training provided.

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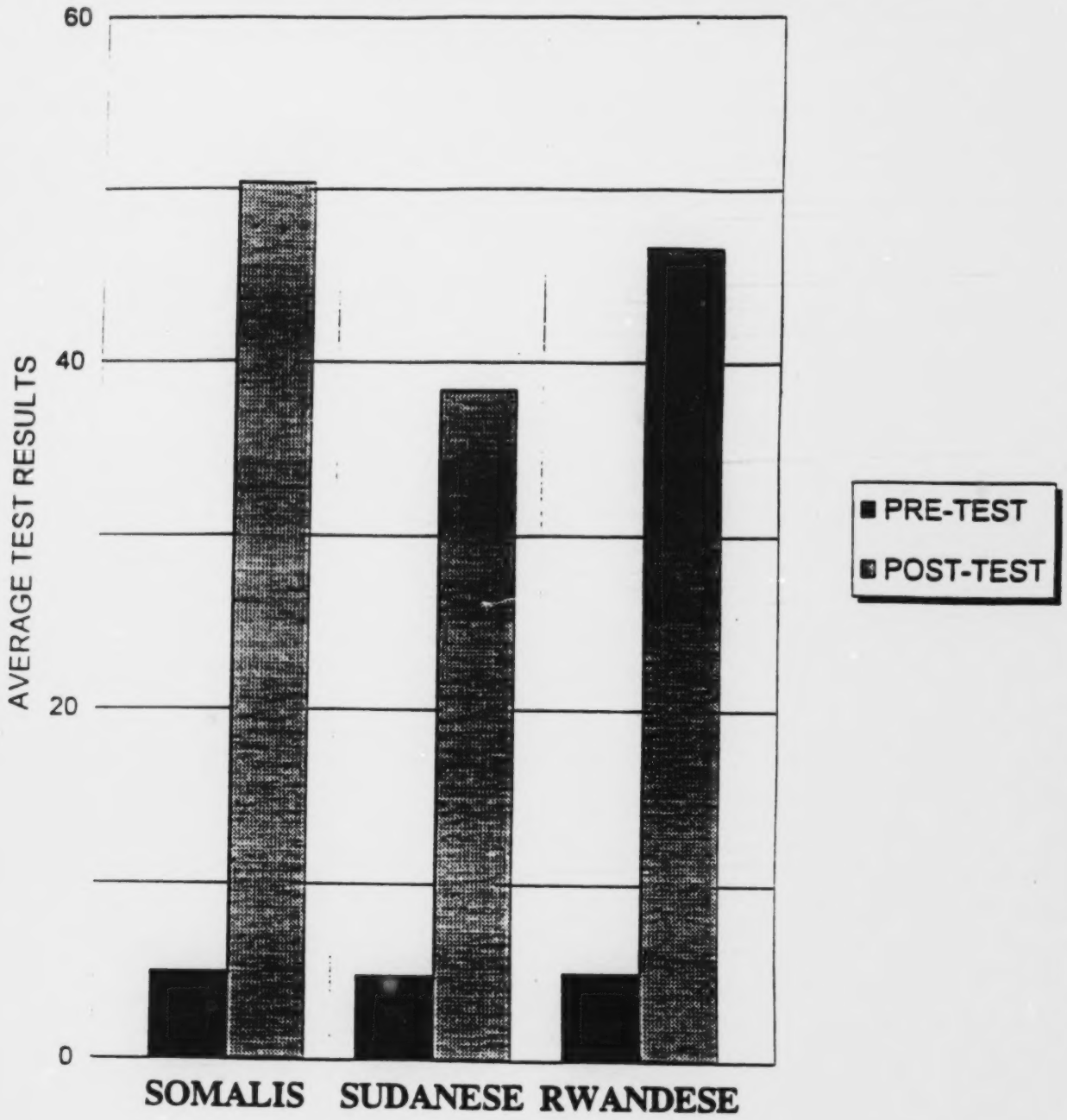
ESL PROGRAMME IN KENYA

PRE AND POST TEST RESULTS (LEVEL I)



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ESL PROGRAM IN KENYA
LEVEL I
1994

	NAME	NATIONALITY	SEX	PRE-TEST	POST-TEST
1	MOHAMUD ALI JAMA	SOMALIA	M	5	53
2	MAHAMED AHMED KHALIF	SOMALIA	M	5	62
3	MARYAN MAHAMED	SOMALIA	F	5	50
4	NYABIL KONG	SOMALIA	F	5	37
5	DAHIR FARAH RAGE	SOMALIA	M	5	50
	TOTAL			**25**	**252**
	AVERAGE			**5**	**50.4**
1	DAVID GACH L NYAW	SUDANESE	M	8	38
2	NYARUON MACH	SUDANESE	F	5	57
3	NYADENG ROM	SUDANESE	F	5	18
4	NYATHOCH KUON	SUDANESE	F	3	22
5	AKWATA OMOT	SUDANESE	F	3	57
	TOTAL			**24**	**192**
	AVERAGE			**4.8**	**38.4**
1	NKUSI THEUNESTE	RWANDESE	M	5	44
2	MUKAMWEZI NADINE	RWANDESE	F	5	36
3	KANYAGIRA PASCAL	RWANDESE	M	5	41
4	KABERA ANTOINE	RWANDESE	M	5	50
5	CYUBAHIRO FE'LICIEN	RWANDESE	F	5	62
	TOTAL			**25**	**233**
	AVERAGE			**5**	**46.6**

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The program participants are eager and very interested in language classes especially the ones with low level English.

Some of the results of the program are:
- feeling very confident
- high self-esteem
- feeling encouraged and more hopeful
- signs of being self-supportive

- CO and ESL are last in the pre-departure process.

- Graduation ceremonies are conducted at which participants receive certificates.

- In addition to instrument evaluations of the program we solicit feedback from the program participants and the receiving sponsor agencies.

Typical feedback from the refugees includes:
"It is very helpful."
"Continue doing it to each and every individual."
"Ask for more hours."
"Good you told me about hard life in America."
"I thought everything was ready waiting for me."
"What you told me is what I am facing."

Feedback questionnaires given to the refugees are available in English, Somali, Amharic & French (see addendum C for sample of questionnaire).

We have tried to obtain feedback from agencies, but have been unsuccessful. Sent out 800 questionnaires via in-transit refugees but got only eight or nine responses because of trouble with distribution. Forms were given out but are not getting to the agencies; in future will distribute in a different way to agency (see addendum D for sample of questionnaire).

- Cultural Orientation Topics
  - Resettlement and sponsorship
  - Education
  - Employment
  - Culture
  - Transit process
  - General health (aids and female circumcision)

(see addendum B for sample of curriculum outline)

Among the most asked questions by refugees are:
- "What is termed as child abuse and what is the penalty?"
- "What are the rights and practices of homosexuality in the U.S.?"
- "If there is any type of social discrimination, what are the measures taken against the offenders by the government?"

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- "Suppose one is married to two (2) or three (3) wives and American law allows only one, how can he help the other wives to join him?"
- "If there is freedom of religion, why does American law prevent Muslims from having more than one wife and female circumcision (Sunni religion)?"

TRAINING SITES AND SITUATIONS

- The camps on the borders of Kenya are very far away and we can't go there and back in one day, so we don't go.

- Training sites that were used but are now closed:
  Thika Refugee Camp
  Utange Refugee Camp
  Langata Refugee Camp

- Currently, training is being conducted at:
  Somali Mosque (Nairobi)
  American Universities Preparation & Learning Center (Nairobi)
  Ruiru Refugee Camp (Ruiru)
  YMCA (Nairobi) - as needed
  Langata Primary School (Nairobi) - as needed
  St Theresa Primary School (Nairobi) - as needed

  Training at these sites is primarily for Somalis.

  - Ruiru Refugee Camp
    Has capacity for 2000 refugees; however there is not enough room for all the in-transit status refugees because part of camp is given over to housing "security cases".
    Camp population:
    1000 in transit
    800-1000 security cases

    Classroom space is limited to only 3 classrooms.

    Refugees are fed only once a day at 4pm. Because of hunger it is hard for refugees to concentrate in classes. Supplemental feeding, i.e.; tea and biscuits, has been strongly discouraged by UNHCR as they provide funding to a division of the Government of Kenya responsible for food distribution to the refugees.

  - Nairobi

With only one transit center we have difficulty locating refugees outside the refugee camp. Many are required to make their own way to Nairobi from the coast - i.e. Mombasa - and to stay with family and friends or have money sent to them. There are approx 400 located around Nairobi, we have to locate them; we miss between a quarter to one half of them.

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We try to determine where they are located and then we try to rent a place where they are located. So it is difficult to give ESL & CO to all these people.

Up until now there has been no permanent center in Nairobi, causing us to constantly move the training site. (Starting October 1, 1994 we will have a permanent training site in Nairobi).

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- Discussion of Questions -

The participants divided into 5 groups to discuss the following two questions. A conscience effort was made to insure each group included a representative mix from government and private voluntary agencies; service providers and policy makers; as well as case workers, health care providers, employment and training specialists, community development planners, educators and advocates for specific refugee populations.

Each group developed a list of responses and presented them to the rest of the participants during the large group discussion. The following is a summary of those responses.

(A representative from the National Public Radio was present during the large group discussion and recorded it for possible future use in whole or in part during broadcasts concerning refugee issues.)

Discussion Question #1:

"What cross-cultural differences present the greatest challenge to resettlement for Somali and Sudanese refugees?"

Summary of Responses:

The greatest challenge to resettlement for Somali and Sudanese refugees in the USA is presented by cross-cultural differences in the areas of: employment, family, language, general cultural and religious practices; basic concepts concerning "responsibility", "individual rights"; and the differential between perceived views gleaned from Hollywood, CNN and the refugee grapevine information network of the USA and reality.

Responses:

EXPECTATIONS

* Refugees have high expectations of the USA
  - Everything will be free (they will be provided for infinitum)
  - Security and safety assured
  - Lack of understanding as to limit (time and type) of services available, i.e.; that all health care and education are free.
  - Understanding their rights (presented in a positive way)

* Skewed picture of life in the USA and what to expect due to Hollywood, CNN, and reports from resettled family members are misleading.

* Everything here is different!!!
  (transportation, education, buying food, communication, settlement. etc)

* There is no end to the adjustment period.

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* Lack of understanding of their own culture so difficult to grasp how USA culture is different.

* Conflict between traditional East African customs and USA customs

* Inability to prepare refugees for specific USA regional culture because site assignment unknown until last minute.

CONCEPTS

* How opportunity is defined within their culture vs the USA

* Lack of understanding of the USA concept of "system"
  - there are certain systems in the USA which must be followed in order to attain services (social and everyday) and to get things done (banking, complaints, claims, school registration, drivers license, voting, phone installation, rent, etc).

* Concept of "Responsibility"
  - to sponsoring organization (staying in touch)
  - to teacher
  - to employer
  - to service providers (social, land lord, etc)
  - Importance of communication

EDUCATION

* All education is free or will be provided.

* Language difficulties
  - Understanding different USA dialects
  - Mistakes treated differently in USA (people don't laugh at errors and not as apt to correct another persons mistake); need to ask people to correct them.
  - Sentence structure is different

* Observations by conference participants:
  - There are differences in learning ability among different groups, i.e.; older adults and children, literate vs illiterate, male and female. etc.
  - Easier to work with more educated refugees and easier for the more educated to adjust to the USA.
  - Many refugees are illiterate in their own language and or lack of formal learning skills.
  - Inability to communicate within resettlement country causes misunderstandings or adjustment difficulties for refugees

FAMILY & GENDER

* Family Configuration
  - Relationships traditional vs revised when in USA
  - Affects benefits given (ability to only claim one wife instead of two or more, how this is explained to service providers, truth of situation vs getting services (USA concept

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of morality and laws vs traditional East African concept of morality and laws)
- Loss of social network (psychological support) for families
    - Extended families forced to split up because accommodations unable to handle their size;
    - The expense to house an extended family in one place;
    - The need for more than one person to work in an extended family in order to meet financial obligations of the family;
    - Divided families have difficulty staying in touch (travel between them may be difficult or seemingly impossible)
- Feelings of isolation when resettled where there are no other family members (people of the same clan) or cultural group.
- Feelings of isolation leading to greater dependence on long distant phone calls (causes financial hardship when money for food, lodging, etc, is spent to pay phone bills)
- Moving (families move to be near other members without informing sponsors; and/or at great cost to the family causing financial hardship)
- Somali - larger extended families, Islamic, move to be with families, polygamy (claim wives as sisters because of eligibility
- Sudanese - smaller families, many single males, Christian, educated men, illiterate females.

* Role Reversal
    - Children learn faster than parents
    - Children becoming spokes persons for family in place of parents who lack language skills
    - Older people have more trouble adapting to new culture and/or learning language
    - Teenage refugee adjustment issues; torn between two cultures

* Appropriate and acceptable discipline methods in the USA

* Working mothers and wives is new concept.

* Gender equality issues
    - gender equality in the USA
        - the law (discrimination & harassment)
        - everyday social interaction (chauvinism & respect)
    - Women in Sudan not as independent as Somali women
    - Many women get employment before husbands becoming family breadwinner (contrary to tradition roles of male as provider)

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EMPLOYMENT

* Concept of work
  - work is more important than family obligations in USA
  - longer work hours in the USA
  - main purpose of work in USA is to insure company is profitable
  - USA work ethic

* Employment Issues
  - Issue of Time (importance of being on time)
  - Efficiency & Quality (Speed & Correctness are important - must due both)
  - Appropriate dress for various kinds of work - more of problem for Somali women (Islamic veil); not so much for Sudanese.
  - Interpersonal relations between men & women in work place
  - Handling reprimand by supervisor
  - Education of employers needed concerning refugee employees
  - Time for prayer during work hours

* Job Search Skills
  - How one looks for work in USA is different
  - Lack USA orientation and skills to seeking employment (resume, interviewing, "selling ones self")
  - Appropriateness of dress (particularly with women)
  - Appropriate information to provide employer (Employers don't want to hear complaints or non-work relevant information).
  - Completing applications

OTHER

* Budgeting (money management)
  - how to manage the money given to them or to get from one pay period to the next.

* Basic Health Care Issues
  - food
  - hygiene

* Differences in shopping for food
  - Fresh vs wrapped/pre-packaged

* Human Rights
  - Need help in searching for family members (while in camps)
  - Need counselling for trauma (while in camps)

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Discussion Question #2:

"What language and cultural orientation skills and knowledge do Somali and Sudanese refugees need for successful resettlement?"

Summary of Responses:
Comments concerning what Somali and Sudanese refugees needed in the way of language skills and cultural orientation knowledge to assist in their successful resettlement covered a broad range of everyday categories.

Responses:

EXPECTATIONS

* Provide refugees with more realistic expectations ("the real nuts and bolts") of USA culture and social services
    - Balance the misleading "idyllic views of Hollywood, CNN and resettled families misinformation
    - Clarify difference between entitlement and eligibility

* Housing
    - Sponsors don't provide this forever; how long?
    - Responsibilities of refugee to provide for themselves
    - Importance of "staying put" for minimum of 6 months; having patience

* Importance of being proactive concerning themself; not relying on others to seek you out. Must be responsible for seeing their needs are met, that they receive the services or information they need.

LANGUAGE

* Language Skills
    - Written & reading skills
    - Oral skills
    - Survival English
        - In transit/on arrival (I-94, photo ID)
        - Upon arrival in USA
    - ESL units on all the cultural orientation topics; vocabulary related to everyday life (shopping, social services, school and work)

* Provide ESL for Children

* Transit process - importance of I-94 card, and photo IDs provided prior to departure.

* Teach refugees to be involved in child's education (parent-teacher association, school meetings; be proactive.

* Send Portfolio with each refugee describing their basic skills and potential skills (useful to employers and teachers)

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CULTURAL ORIENTATION

* Cultural orientation in Nairobi should be conducted by persons with USA living experience not just good english speakers.
    - USA citizen or resident
    - Use of former refugees
    - Orientation should be done in the camps by people who speak their language (or using interpreters)
    - Better prepare teachers

* Orientation to variety of life styles in the USA
    - Various living patterns
    - Regional specific based on where refugee is being resettled
    - Marketing and shopping
    - Resources/services available; how to access
    - Employment and training available
    - Social Services
        - community
        - public/private
            schools
            health
            transportation

* Videos of basic survival situations
    - 911
    - supermarkets

* Encourage refugees to maintain links to their culture and language
    - Linkage with cultural, ethnic or national community groups in the USA
    - Encourage the children to learn their native language

* Family Issues
    - How family relations will change or might change
    - Kids as spokes person (because of superior language ability)
    - Other issues
    - Importance of staying in one place for 3-6 months; Somalis move to join family members elsewhere (ie canada; perception that it is easier to get citizenship/services)

* Gender issues in the USA (even Americans are dealing with this)

* Employment
    - Inform refugees that regardless of formal training or previous position in country of origin they should be prepared to accept an entry level position, at least initially.
    - Reality of I-94 and green card issue
        - Many employers don't recognize the I-94 and therefore won't hire refugees until they have their green card. This is not discrimination just lack of understanding on part of employers
        - Better education of employers
        - Get INS to hurry up issuance of green cards

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- Benefits of social services are limited
  - Best to present the minimum level of social services available rather than the maximum; help prevent over expectation.
  - Inform that different states, cities provide different services

- Assets and Banking
  - Information on transferring their assets
    Bringing whatever they can now won't hurt their refugee eligibility status
  - How to use banks, checks, etc
  - Money management

- Religious (explanation of religious rites & freedom)
  - Difference between USA and native country, how it may affect their religious practice.

- Age
  - Discussion of USA attitudes towards persons of various age groups and expectations of those persons
  - How it affects services
    - discounts for older adults
    - youth or student discounts
    - qualification for certain social services or grants

- Relationship between Sponsor and Refugee
  - importance of communication
  - expectations

- Health issues (cause and effect approach)
  - Nutrition
    - what do they like
    - what do they wish
  - Problems related to female circumcision
    - long term affects

- Clothing
  - What types will they need where they are going - i.e. coats/jackets for cold climate
  - Contact sponsor organizations to tell them what refugees immediate needs are so the sponsor can have it ready for refugees upon arrival

- Racism
  - Tell them it does exist
  - How to deal with it (in cases related to housing, employment, other)

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- Recommendations -

* Move orientation period up. Start sooner. Extend the length to allow development of higher level language and cultural orientation competence. Start while in the camps, before they are sent to Nairobi for final processing.

* Concerning I-94 and Green card, there needs to be better education of employers. Encourage INS to issue of greencards to refugees quicker.

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CULTURAL ORIENTATION IN KENYA

8 HOUR CURRICULUM OUTLINE

DAY ONE

13.30	Introduction/Classroom Orientation Name cards Self-introduction Handout class schedule
13.45	Class objectives Rules Student expectations Questions and answers
14.00	Resettlement and Sponsorship Responsibility Vocabulary list Role play (refugee and sponsor)
14.30	Fill in social security application Social security card example Set goals/"what to do next" list Slide show Questions and answers (Ref. pages 1-21: Resettlement Guide)
14.45	True/false test - 10 questions
15.00	********** B R E A K **********
15.10	Review
15.15	Culture Shock Diagram stages of culture shock/handout Activity - (writing with opposite hand) Brainstorm "ways of coping with culture shock" "American customs - "do's and dont's" Slide show Questions and answers (Ref. pages 21-23: Resettlement Guide)
15.35	True/false test - 10 questions
15.55	AIDS AIDS prevention
16.15	Video presentation
16.30	True/false test - 12 questions
16.45	CLOSE OF DAY

31

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DAY TWO

13.30	EMPLOYMENT Self sufficiency Compare and contrast work in native country and attitudes towards work in the USA Expectations of students Illustrate concept of upward job mobility Slide show Working hours, compensation, benefits, deductions, working age and unions Handout sample paycheck stubs with corresponding social security number Slide show (Ref. pages 25-53: Resettlement Guide)
15.00	********** B R E A K **********
15.10	EMPLOYMENT (cont) Where to look for a job Fact sheet vs CV Necessary documents for employment Sources of information Fill in job application Making appointments Interview Video - job interview Job interview check list Group activitiy - interview role play Qualities of good employees Job advancement Video (repeat)
16.35	Test - 10 questions
16.50	CLOSE OF DAY

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DAY THREE

14.00	TRANSIT PROCESS Promissory Note I-94 Steps in processing country Packing/samples of restricted items
14.15	Realia: airplane tickets, baggage tags, boarding passes At the airport Activity flash cards (common symbols) Arrival in the USA Problem posing (Ref. pages 1-6: Resettlement Guide)
14.40	True/false test - 10 questions
15.00	General review
15.10	Final test - 25 questions
15.30	Course evaluation
15.45	CLOSE OF SESSION

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... all the questions and send it no later than 90 days after your arrival to USA.

IOM Training Coordinator
PO Box 55040
NAIROBI
Kenya

All your answers will be treated in strict confidence and you do not even need to sign it with your name.

OUR BEST WISHES AND MUCH SUCCESS IN YOUR NEW HOMELAND.

City:_____ Date:_____

State:_____ CO NAIROBI
Month & Year:_____

ARRIVAL IN USA

Date of arrival:_____

Name of Voluntary Agency (Volag):_____

Name of sponsor:_____

Who met you at the airport? _____

HOUSING

Number in family:_____

	Rent	N° of bedroom
First accomodation	$_____	_____
Present accomodation	$_____	_____

ASSISTANCE (yes / no)

Have you received / are you receiving welfare? _____

Cash Assistance _____

Medicaid _____

Food-stamp _____

Any other assistance_____

Are you satisfied with the assistance you are getting? Give your comment

_____

_____

_____

_____

_____

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IOM TRAINING COORDINATOR
PO BOX 55040
NAIROBI
Kenya

TO THE VOLAG (SPONSOR) CONCERNED

We are section of IOM Nairobi Kenya, who give **CULTURAL ORIENTATION** briefing to the US bound refugees. Our main topics are Resettlement and Sponsorship, Transit Process, Employment, Education, Culture shock and General Health.

We usually get feedbacks from the participants and they are happy about the CO briefings. (see below)

What suggestions do you have for the Cultural Orientation in Nairobi - Kenya

I appreciated it in deed because what you gave us over there is the same Reality we got here, so it is very helpful to continue doing it to each and every one who is on the way coming there and in addition to that I would like you to provide more -

This time we would like some informations from you. What problems do refugees encounter when they first arrive in the US ? In what ways do you think we can help them (possible topics that we need to include on our pre-departure briefing)

We look forward to receiving this information soon.

Thank you for your co-operation and best regards.

TIMNIT EMBAYE (Mrs.)
CO CO-ORDINATOR

Timnit Embaye

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Certificate

....

has completed an intensive English language and orientation course conducted by the

INTERNATIONAL ORGANIZATION FOR MIGRATION

in Nairobi, Kenya from ..... *to* ..... 1993.
Designed for the specific needs of intending migrants, the course laid emphasis on the skills required for living in an English speaking community.

IOM

OIM

INTERNATIONAL ORGANIZATION FOR MIGRATION

This is to certify that

_____

has successfully completed

the requirements of the

Cultural Orientation Programme

Awarded at Nairobi, Kenya

this _____ day of _____ 1993

INTERNATIONAL ORGANIZATION FOR MIGRATION
IOM
NAIROBI

CULTURAL ORIENTATION COORDINATOR

CHIEF OF MISSION

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IOM
NAIROBI

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